

2019 年上海交通大学国际本科生入学考试大纲

英语

一、考试目的

上海交通大学留学生本科入学英语考试，是以报考我校的具有高中毕业学历的外国学生为对象而进行的选拔考试。英语考试旨在考查考生英语基础知识和语言运用能力，考查考生是否具备一定的英语词汇量，语法知识以及英语阅读与写作等方面的技能，考察考生是否具备进行大学本科学习所要求的英语水平。

二、考试基本要求

留学生本科入学英语考试测试考生的英语基础知识和运用语言的能力。

1. 英语基础知识包括语法、词汇和语言功能；
能在具体语境中正确识别、理解和运用语法知识；
能在具体语境中正确理解和运用词汇；
能在具体语境中正确理解和运用语言功能。
2. 语言运用能力指获取、理解信息的能力，按情景或要求表达思想、传递信息的能力。
能理解文章的基本内容；
能根据上下文正确理解词语和句子；
能归纳段落或文章的主旨大意；
能推测文章中的隐含意思；
能运用阅读技能完成不同文体的阅读任务；
能根据题意正确、连贯、贴切地进行书面表达。

三、试卷结构

英语考试采用笔试的方式进行。笔试共 56 题，满分 100 分。汉语笔试要求考生在 90 分钟内完成。答案必须写在答题纸上，写在试卷上无效。试卷分为三个部分：语法与词汇、阅读理解和书面表达。

1. 语法与词汇（20 题，计 20 分）

① 第一部分 语法选择题，共 10 题，计 10 分。要求考生阅读一篇短文，短文中有十个空格，每空格为一题，每空格有四个选择项，考生从四个选项选出恰当的一项。

② 第二部分 选词填空题，共 10 题，计 10 分。要求考生阅读一篇短文，短文中有十个空格，考生要结合语境，从所给的十一个单词中选出最恰当的一项填入空格，有一个单词是多余的。

2. 阅读理解（35 题，计 55 分）

① 第一部分 完型填空选择题，共 15 题，计 15 分。要求考生阅读一篇短文，短文中有十五个空格，每空格为一题，每空格有四个选择项，考生从四个选项选出恰当的一项，使短文的意思和结构恢复完整。

② 第二部分 阅读选择题，共 16 题，计 32 分。这部分有四篇短文，每篇短文有三至五个问题，考生要从每题四个选项选出答案。

③ 第三部分 阅读填空题，共 4 题，计 8 分。要求考生阅读一篇短文，短文中有四个空格，考生要结合语境，从所给的六个选项选出最恰当的一项填入空格内，有两项是多余的。

3. 书面表达（1 题，计 25 分）

考生根据写作的提示和要求，完成一篇 120—150 字左右的作文。

四、考试内容和要求

1. 语法

I. 词法

- (1) 名词：名词复数的构成、专有名词、不可数名词、名词所有格
- (2) 代词：人称代词、物主代词、指示代词、不定代词、疑问代词、反身代词、it 的用法
- (3) 数词：基数词和序数词
- (4) 介词：常用介词和介词短语
- (5) 形容词和副词比较级和最高级的构成及基本用法、同级比较
- (6) 冠词：定冠词和不定冠词
- (7) 连词：并列连词和从属连词
- (8) 动词
动词时态

一般现在时、现在进行时、现在完成时、一般过去时、过去进行时、过去完成时、一般将来时、过去将来时、现在完成进行时、将来进行时（只作理解要求）。

动词语态

主动语态

被动语态（一般现在时、一般过去时、一般将来时、现在进行时、现在完成时、过去进行时、过去完成时、过去将来时、带情态动词的被动语态）

动词语气陈述语气、祈使语气、虚拟语气

非谓语句动词

分词（否定式、完成式、被动式；作定语、表语、宾语补足语、状语）

动名词（否定式、完成式、被动式、复合结构；作主语、宾语、表语、定语）

不定式（否定式、完成式、被动式、与疑问词连用作主语、表语、宾语、宾语补足语、定语状语）

情态动词和助动词

II. 句法

(1) 句子种类 陈述句、疑问句、祈使句、感叹句

(2) 句子类型 简单句、并列句、复合句（状语从句、定语从句、宾语从句、主语从句、同位语从句、表语从句）

(3) 倒装句

(4) 强调结构

2. 词汇

考生的认知词汇量应在 5000 左右，其中积极词汇量为 3500 左右，即能正确而熟练地运用常用词汇以及常用搭配。

注：参照 2019 年上海市教育考试院的《高考英语词汇手册》。

3. 阅读理解

题材涉及到科技、日常生活等类型的文章。题材包括记叙文、说明文、应用文、议论文等。考查目标：根据上下文，理解语篇意义的的能力；理解文章的基本内容；推测文章中隐含意思；归纳话语中主旨大意；通过快速阅读确定段落间，上下文语句间的关系。

4. 书面表达

要求考生根据要求和提示,构思作文,正确、连贯、贴切地进行书面表达。考查题型为应用文、记叙文、议论文。

英语考试样题

(考试时间 90 分钟, 满分 100 分)

I. Grammar and Vocabulary (20%)

Section A

Directions: Beneath the passage, there are four choices marked A, B, C and D. Choose the one answer that best makes the passage coherent and grammatically correct.

The History of Roses

According to fossil records, roses are over 35 million years old and they were first cultivated in China about 5,000 years ago. A Chinese emperor in the 6th century BC apparently had over 600 books (1) _____ roses in his library, and oil was drawn from those (2) _____ in his garden. However, only the highest members of society were allowed (3) _____ (use) it. If anyone else (4) _____ with even a small amount, they were sentenced to death. Roses were also popular with the Romans, who used them as a medicine and a source of perfume.

Cultivated roses were only introduced to (5) _____ is now Western Europe in the 18th century. Napoleon's wife, Josephine, started a botanical garden near Paris, (6) _____ she collected all the known varieties of roses and encouraged the breeding of new ones. This led to the flowers (7) _____ (become) increasingly popular, and in Britain at that time so valuable (8) _____ roses become that they were often used as currency in local markets.

All roses in Europe used to be pink or white (9) _____ the first red one arrived from China 200 years ago. These now symbolize love and are the world's (10) _____ cut flower.

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|-----------------|----------------|---------------|----------------|
| 1. A. over | B. on | C. beyond | D. for |
| 2. A. to plant | B. was planted | C. planting | D. planted |
| 3. A. using | B. to use | C. has used | D. was used |
| 4. A. found | B. was found | C. founding | D. had found |
| 5. A. what | B. who | C. which | D. how |
| 6. A. which | B. when | C. where | D. that |
| 7. A. to become | B. becoming | C. has become | D. is becoming |

8. A. was B. does C. were D. did
 9. A.unless B. though C. while D.until
 10. A. common B. most common C. commonly D. most commonly

Section B

Directions: Complete the following passage by using the words in the box. Each word can only be used once. Note that there is one word more than you need.

A. actually B. causes C. hides D. independently E. isolation F. otherwise
 G. reason H. recently I. specific J. stability K. simple

Scientific study has shown that the brain has two sides. But does it also follow that, in each person, one side of the brain dominates the other and therefore (11) _____ each person’s behavior? After the many decades of research, many scientists have begun to think (12) _____. Now that these scientists know more about the brain, many now believe that the popular theories about “right-brain, left-brain” dominated behavior are most likely untrue.

Until (13) _____, the idea of right brain- or left-brain dominated characteristics was a common belief among scientists, too. The idea went something like this: A person with a dominant right brain was generally seen as creative and artistic, a person who valued flexibility over (14) _____. In contrast, a person whose left brain was dominant was seen to be a logical problem-solver, someone who used (15) _____ rather than emotions to solve problems, and who excelled at using and learning language or mathematics. Right-brain and left-brain dominance was used to explain why we act the way we do.

But in today’s scientific community, most experts now believe that the two sides of the brain do not work (16) _____. Recent brain-scan technology has revealed that the roles of each side of the brain are, in fact, complementary. Scientists like Joseph Hellige, a psychologist at the University of Southern California, now thinks that two sides of the brain work together. Hellige found that language processing, once believed to occur only in the left side of the brain, (17) _____ takes place in both sides. The brain’s left side processes grammar and pronunciation while the right side processes intonation (语调). Similarly, Hellige’s experiments show that the right side of the brain does not work in (18) _____ regarding spatial ability. The right side deals with a general sense of space, and the left deals with objects in (19) _____ locations.

Researchers are struggling to understand the mysteries of the brain and to separate its myths and facts. With time and technology, they will know more about how the brain affects individual differences in personality. For now, scientists conclude that the idea of right-brain or left-brain dominance is probably too (20) _____ to be true.

II. Reading Comprehension

Section A (15%)

Directions: For each blank in the following passages there are four words or phrases marked A, B, C and D. Fill in each blank with the word or phrase that best fits the context.

(A)

If you were to begin a new job tomorrow, you would bring with you some basic strengths and weaknesses.

Success or 21 in your work would depend, to a great degree, on your ability to use your strengths and weaknesses to the best advantage. 22 the greatest importance is your attitude.

A person who begins a job convinced that he isn't going to like it or is 23 to suffer is exhibiting a weakness which can only 24 his success.

On the other hand, a person who is secure in his belief that he is probably as 25 of doing the work as anyone else and who is 26 to make a cheerful attempt at it possesses a certain strength of purpose.

The chances are that he will do well. 27 the essential skills for a particular job is strength.

Lacking those skills is 28 a weakness.

A bookkeeper who can't add or a carpenter who can't 29 a straight line with a saw is hopeless cases.

This book has been designed to help you take advantage of the strengths and 30 the weaknesses that you bring to the job of learning.

But in groups to measure your development, you must first 31 somewhere you stand now. 32 we get further along in the book, we'll be dealing in some detail with specific processes for developing and strengthening 33 skills.

However, to begin with, you should 34 to examine your present strengths and weaknesses in three areas that are critical to your success or failure in school: your 35, your reading and communication skills, and your study habits.

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|--------------------|---------------|----------------|----------------|
| 21. A. improvement | B. victory | C. failure | D. achievement |
| 22. A. Out of | B. Of | C. To | D. Into |
| 23. A. able | B. eager | C. sure | D. ready |
| 24. A. bring about | B. hold back | C. put up with | D. stand for |
| 25. A. guilty | B. resistant | C. inevitable | D. capable |
| 26. A. reluctant | B. willing | C. potential | D. moderate |
| 27. A. Possessing | B. Processing | C. Handling | D. Involving |

- | | | | |
|---------------------|--------------|---------------|-----------------|
| 28. A. consequently | B. obviously | C. frequently | D. occasionally |
| 29. A. draw | B. sew | C. cut | D. score |
| 30. A. employ | B. overcome | C. challenge | D. suspect |
| 31. A. assess | B. negotiate | C. access | D. stimulate |
| 32. A. As | B. Till | C. Unless | D. So |
| 33. A. examining | B. working | C. learning | D. achieving |
| 34. A. continue | B. intend | C. wait | D. pause |
| 35. A. intelligence | B. work | C. attitude | D. weakness |

Section B (32%)

Directions: Read the following passages. Each passage is followed by a few questions or unfinished statement. For each of them there are four choices marked A, B, C and D. Choose the one that fits best according to the information given in the passages you have just read.

(A)

Holidays can be enjoyable and relaxing. But sometimes a holiday can change your life completely, which is what happened two years ago to Victoria Smith and Sally Gook.

Victoria Smith, six years ago, was working as a manager at Next, a British chain store. Then she went on holiday to Borneo...

“It was a working holiday,” said Victoria, “where you could study **the orang-utan** in the wild—I have always been interested in apes, so I thought it would be fun.” The holiday was wonderful, and when Victoria came home she found it very difficult to return to her old life. Although everybody told her she was mad, she decided to go back to university and study biology. Four years later she became a chimpanzee keeper.

For the last two years Victoria has been working at Monkey World, a centre in southwest England that looks after apes which used to be ill-treated. She worked long hours, and the pay isn't very good, but she loves it. “I'm really happy now. Since I started working here I feel that I've been doing something important, not just wasting my life.”

Sally Gook wakes up every morning to a deep blue sky and blazing sun. For the last two years she has been living on tiny Greek island of Lipsi, which is only 16 square kilometers in size and has a population of just 650.

But until a few years ago she lived in London. “I was working for American Express and I had a good social life and earned a lot of money. But I had to get up very early every morning, often in horrible weather, and get a train and the tube to work.”

Then one day she and a friend decided they needed a relaxing holiday, and they came to Lipsi.”I loved it –the people, the mountains, the sun, and the delicious food. Suddenly I knew there was a different life waiting for me.” A few months later she applied for job at the travel company which had organized her holiday.

Since then she had been living on Lipsi and working as a tourist guide. Sally said, “I’ve only been back to London once, and I can’t imagine ever living here again.”

36. What is the passage mainly about?
- A. How the two girls’ holidays changed their life.
 - B. Why the two girls preferred to live outside cities.
 - C. How the two girls planned their holidays.’
 - D. Why holidays were enjoyable and relaxing for the two girls.
37. “The orang-utan” (in paragraph 3) most probably refers to _____.
- A. a chain store B. a holiday resort C. a kind of animal D. a zoo for wildlife.
38. What can be learned from the passage about Victoria Smith?
- A. she hesitated over whether to become a chimpanzee keeper.
 - B. She quit her job as a manager regardless of others’ objection.
 - C. She finally chose to work and live in Borneo.
 - D. She felt it unnecessary to work long hours.
39. Which of the following is true about Sally Gook’s former job?
- A. she didn’t earn much. B. She worked as a tourist guide
 - C. She often went to Greece on business D. She spent much time on the way to work.

(B)

<p>Cubism Period: 1907-1914 Artists: Pablo Picasso, Georges Braque Cubism was introduced in the early 1900s. The Cubists tried to create a new way of seeing the world through their art. They chose basic, geometrical (几何的) shapes such as cubes, cones and cylinders. They used dull colours such as browns or greys to represent the way we see things in our mind’s eye rather than in</p>	<p>Impressionism Period: 1867-1886 Artists: Pierre Auguste Renoir, Edgar Degas, Claude Monet Impressionism began in France in the mid 1800s. The impressionists often painted outdoors as they wanted to show daylight. Their works are characterized by short quick brushstrokes (用笔) of light colours such as blues, reds and purples. When viewed up close they can</p>
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reality.	look messy and unreal. If you step back, the colours are mixed by the eye and the subject becomes clear.
<p>Post-impressionism</p> <p>Period: Late 1880s-1900</p> <p>Artists: Paul Gauguin, Paul Cezanne, Vincent Van Gogh</p> <p>Post-impressionism was inspired by Impressionism and emphasizes colour. The artists in this group used thick brush strokes and lines to express their feelings in their paintings. They preferred bright, bold (大胆的) colours, especially yellows and purples.</p>	<p>Surrealism</p> <p>Period: 1920-1950</p> <p>Artists: Salvador Dali, Rene Magritte</p> <p>Surrealism started in France in the 1920s. surrealists painted whatever they had dreamt about or imagined. Their paintings were very unusual and often showed everyday objects in a strange or unexpected way. They preferred bright, primary colours such as blues, reds and greens.</p>

40. The passage is mainly intended to _____.

- A. highlight the differences between different painters.
- B. illustrate the popularity of some painting styles
- C. classify painters into different categories.
- D. introduce different styles of painting

41. Which of the following groups represent things different from those in reality?

- A. Cubism and Impressionism.
- B. Impressionism and Post-impressionism.
- C. Post-impressionism and Surrealism
- D. Cubism and Surrealism

42. According to the passage, Post-Impressionism is different from Impressionism in _____.

- A. the subject
- B. the use of colour
- C. where artists paint
- D. where it originated from

(C)

You will never stay the same person.

Several recent research studies show a person's personality naturally changes over time in response to life events and most people tend to improve their personalities as they mature.

“Personality means a characteristic pattern of thinking, feeling and behaving that is consistent over time and across situations,” says Christopher Soto, a research psychologist at Colby College in Maine, US., who thinks that personality is about 50 percent **innate** and 50 percent learned.

Psychologists usually use the Big Five personality model — the human personality can be divided into five broad categories — openness, conscientiousness, agreeableness, neuroticism (神经质) and extroversion (外向) .

Some personality types are more successful than others. Soto says people who are more conscientious tend to do better in the workplace and school. People who score high on agreeableness and low on neuroticism tend to have more satisfying and stable relationships. Extroverts do better in social and entrepreneurial (创业的) occupations.

According to Soto, even small changes in a person’s personality can produce important effects on relationships, career, health and happiness. But change takes time.

“You start by changing the behavior and then, if you can maintain that new behavior over time, it gets cultivated,” Soto says.

Where do you start? “First, we have to recognize which pieces of our personality affect us,” says Richard Levak, a well-known personality expert. “If I am always getting fired because I get into arguments with co-workers and always blame others, then I have to realize that I have to change something,” he says.

Don’t set your expectations too high. Be patient. Warren Kennaugh, a behavioral strategist in Sydney, Australia, says it’s important to start small. Identify a first step and then practice it without worrying about the primary results. “It’s like learning to kick a football, you focus on the steps, not whether it goes in the goal,” The Wall Street Journal quoted him as saying.

You should also let the people close to you know what you’re doing. “Not only can they be supportive,” Kennaugh says, “but a change for you can also mean a change for them — one they may not want or be ready for, if they aren’t told beforehand.”

43. The word "innate" (paragraph 3) is closest in meaning to_____.

- A. instructive B. inborn C. indifferent D. informative

44. If Steve is a successful sales manager, who always gets well along with others, he probably has the personality model of _____.

- A. agreeableness and extroversion B. conscientiousness and neuroticism
C. agreeableness and neuroticism D. openness and neuroticism

45. We can learn from the passage that both Soto and Kennaugh think that _____.

- A. adequate time and patience are needed in developing new personalities
- B. when in trouble, one always needs to reflect on his own behaviors
- C. one must begin with small things to cultivate new personalities
- D. we are often not sure of the impact of our personalities on our life

46. What is this passage mainly about?

- A. People tend to be changeable as they mature.
- B. We can easily alter our personalities in a short time.
- C. Only those of great patience can change their personalities.
- D. We can improve our personalities with some proper strategies.

(D)

It is well-known that twins are closer to each other than most brothers and sisters ---- after all, they probably spend more time with each other. Parents of twins often notice that they develop special ways of communicating they invent their own words and one can often finish the other's sentence. In exceptional circumstances, this closeness becomes more extreme they invent a whole language of their own, as in the case of Grace and Virginia Kennedy from Georgia in the USA, who communicated so successfully in their own special language that they did not speak any English at all until after they started school.

However, these special relationships are the result of lives spent almost entirely in each other's company. What happens when twins do not grow up together, when they are separated at birth for some reason? Are they just like any other strangers, or are there still special similarities between them? Professor Tom Bouchard, of the University of Minnesota, set out to find the answer to this question. He traced sixteen pairs of twins, who were adopted by different families when they were babies, and often brought up in very different circumstances. Each twin was then interviewed about every small detail of their life.

The results of this research make a surprising **reading**. Many of the twins were found to have the same hobbies, many have suffered the same illnesses, and some have even had the same type of accident at the same point in their lives. One pair of middle-aged women arrived for their first meeting in similar dresses, another pair were wearing similar jewellery. The most incredible similarities are to be found in the case of Jim Springer and Jim Lewis from Ohio in the USA. The story of the 'Jim Twins' made headline news across USA. Born to an immigrant woman in 1939, and adopted by different families at birth, both babies were named Jim by their new parents.

But what can be the explanation for these remarkable similarities? Is it all pure coincidence, or is the explanation in some way genetic? Research into the lives of twins is forcing some experts to

admit that our personalities may be at least partly due to 'nature'. On the other hand, analysts are also anxious to emphasize that incredible coincidences do happen all the time, not just in the lives of twins.

47. The case of Grace and Virginia Kennedy (Para. 1) is to show that _____.
- A. twins communicate with each other in an unusual way
 - B. twins are more likely to suffer from speaking problems
 - C. most twins have exceptional abilities to invent a new language
 - D. twins won't have an effective communication until they go to school
48. The purpose of Tom Bouchard's study is to find _____.
- A. what will happen if twins spend lives entirely in the same company
 - B. why the 16 pairs of twins have been adopted by different families
 - C. whether separated growing up has effect on twins' special similarities
 - D. when the special similarities come into being during their growing up
49. What does the word "**reading**" in Paragraph 3 most probably mean?
- A. book.
 - B. interpretation.
 - C. literature.
 - D. measurement.
50. According to Tom Bouchard's research, the special similarities between twins _____.
- A. depend on what the twins enjoy and suffer from
 - B. cannot be proved or accepted by all the experts
 - C. result from the twins' growing up and development
 - D. are not closely linked with where the twins are raised
51. What can be learned from the last paragraph?
- A. Incredible coincidences happen to twins all the time.
 - B. Nature is the only way to explain the similarities between twins.
 - C. The differences between twins are to some extent the results of genes.
 - D. Similarities show the close relationship between two strange persons.

Section C (8%)

Directions: Read the following passage. Fill in each blank with a proper sentence given in the box. Each sentence can be used only once. Note that there are two more sentences than you need

- A. There is no evidence that leadership can be taught.
- B. In what different situations do people need to work together as a group?
- C. Is it harmful for us to do things in isolation?
- D. There are often arguments and tensions between people as there is nobody to keep the goals clear.

E. What qualities does a successful leader need?

F. Although a lot of people agree that there are some natural-born leaders, most people now recognize that leadership can also be taught.

Are you a successful leader?

The Successful Leader Trust—our company specializes in training you to be a successful leader for whatever situation you're in.

● ____52____

Almost nothing we do in this world is done in isolation. At work or at play, you'll find yourself in groups, working with other people: your team at work, a meeting with colleagues, your family, a holiday with friends... It is now recognized that being able to work successfully with other people is one of the major keys to success, partly because we need to do it so often.

● Does every group need a leader? Why/Why not?

In almost every situation where you're in a group, you will need a skilled leader. All groups need leaders and all successful groups have good leaders. Groups without leaders or with weak leaders almost always break down. Members of a leaderless group often begin to feel dissatisfied and frustrated. Time is wasted and the tasks are not achieved. ____53____

● Is leadership a natural-born talent or a learned skill?

Some people are natural leaders. The celebrity chef, Antonio Carluccio says, "True leaders are born and you can spot them in kitchens. They're people who combine toughness, fairness and humor." ____54____. Our professional and experienced staff can train almost anyone how to be a successful leader.

● ____55____

Our training courses use activities and techniques to develop a range of qualities which are necessary to be a good leader. Self-confidence is vital and being able to overcome your own fears about being a leader. Successful leaders also need to be calm and intelligent. They need to be able to work out good strategies and make sound judgments under pressure. Lastly, and probably most importantly, good leaders need to be sensitive, sociable and be able to get on with a wide range of people.

III. Guided Writing

Directions: Write an English composition in 120-150 words according to the instructions given below in Chinese.

56. 假设你是明启中学学生王磊，你校计划筹备校园开放日，并就此通过校报征求学生意见，欢迎大家踊跃发言。你有意表达自己建议，并就此写信给校报，内容包括：
1. 你所建议的活动项目
 2. 你的理由

样题答案

语法与词汇

Section A

1--10 BDBBA CBDDDB

Section B

11--20 BFHJG DAEIK

阅读理解

Section A

21--35 CBCBD BABCB AACDC

Section B

36--39 ACBD

40--42 DDB

43--46 BAAD

47--51 ACBDC

Section C

52--55 BDFE

书面表达

56. (略)